**ESSEX COUNTY COLLEGE**

**Nursing and Allied Health Division**

**LPN 102 – Adult Health Nursing I**

**Course Outline**

**Course Number & Name:**  LPN 102 Adult Health Nursing I

**Credit Hours:**  8.0 **Contact Hours:**  4.0 **Lecture:** 4.0 **Lab:**  3.0 Clinical: 12.0

**Prerequisites**: Grades of “C” or better in LPN 101, BIO 121 & ENG 101

**Co-requisites:** BIO 122 & PSY 101 **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course explores the role of the Practical Nurse in assisting adult clients experiencing health alterations to meet their basic human needs. Erikson’s psychosocial theory is applied in the developmental assessment of clients from young adulthood, middle age, and older adult. Theory is specific to the health care needs of clients with cardiovascular, respiratory, integumentary, and endocrine deficits. Concepts in gerontological nursing, as well as nutrition, diet therapy, and microbiology, are integrated throughout the course. The student will be expected to apply theoretical knowledge and proficient clinical skills in interactions with the adult clients. Clinical experience will be in structured health care settings to include medical-surgical units in hospitals, skilled nursing units in the nursing home, and rehabilitation settings. This course will include assessing, planning, implementing, and evaluating nursing care for patients adapting to commonly occurring health problems.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the scope of the practical nurse and adapt the application of the nursing process and critical thinking for the care of adult clients and families from diverse multicultural backgrounds;
2. utilize communication skills that will contribute to the client’s ability to meet basic human needs;
3. apply theoretical medical surgical nursing knowledge and information from other disciplines to assist the client in meeting multiple health needs;
4. collaborate with other members of the health care team to assist in meeting the client’s needs;
5. employ legal standards and ethical guidelines of practical nursing to meet the needs of clients and families in the acute care environment;
6. organize nursing care being sure to incorporate the psychosocial/developmental needs of the adult client and family into the plan;
7. recognize and prioritize client responses to selected medical-surgical disorders and respond with appropriate interventions;
8. apply the nursing process and critical thinking approach, within the role of the practical nurse, with clients from diverse multicultural backgrounds experiencing medical surgical alterations; and
9. demonstrate the ability to safely and effectively perform specified nursing skills with clients experiencing medical surgical alterations.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

MPOs for LPN 102 are developed in separate lectures, skill laboratory and clinical guides, which are distributed electronically to students via e-mail and/or in print materials.

MPOs are identified and established by state licensure standards and NLNAC accreditation standards.

**Methods of Instruction**: Instruction will consist of lectures, skill lab demonstrations, clinical assignments, discussions, audio‑visual materials, and computer laboratory with computer-aided instruction (CAI) materials.

**Outcomes Assessment:** Test and examination questions are blueprinted from the NCBSN itemized test plan lists. The Assessment Technologies Institute (ATI) model will be used to collect and analyze data to determine the level of student performance on these assessment instruments in regards to meeting course objectives.  The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Maintain regular attendance in classroom lectures, skill laboratory, assigned ATI modules, and clinical performance.

2. Complete all nursing assignments including group work, care plans, and weekly NCLEX\_PN questions.

3. Participate in class discussion and pre- and post-clinical discussions.

4. Take all tests/exams including the NLN/ATI standardized examinations.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* Theory Component: **3 unit examinations**  **60%**
* **ATI proctored achievement examinations Must achieve a P**

 **(100%/0%)**

* Theory: **Comprehensive final examination** **40%**
	+ Minimally a final grade of 75% and an ATI proctored test score of 80% must be achieved for successful course completion. A grade of “C” is required for progression to LPN 103. Grades between 74% and 70% will be recorded as a “D”. Grades below 70% will be recorded as an “F”.

**Methods of Evaluation** (continued)**:**

 **% of**

**Grading Components final course grade**

* **Skill Laboratory** **Must achieve a P**
	+ Satisfactory attendance **(100%/0%)**
	+ Active participation in discussion, return demonstration and practice of skills
	+ Achieve a “Pass” on each of 2 skills tests (see critical elements & ATI testing guidelines) on physical assessment and wound care assessment and application, as well as on & ATI-proctored assessment tests. (Note: A score of 80% or higher is required on all ATI-proctored tests; also, if an absence occurs on a testing day, the student must notify the instructor prior to the scheduled beginning of the test. An opportunity for a makeup test will be considered only one time during the course.)
* **Clinical Experience (outside agency)** **Must achieve a P**
	+ Satisfactory attendance **(100%/0%)**
	+ Achieve a “Pass” on the final clinical evaluation (see clinical evaluation tool for criteria)
	+ Successful, **on-time** completion of at least 2 nursing care plans (see clinical guide for criteria)

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following course materials**:**

**Required textbooks:**

Daniels, R (2002). Delmar’s Guide to Laboratory and Diagnostic Tests. Delmar-Thomson Learning, New York.

Doenges, Marilyn, Moorehouse & Murr (2010). Nurse’s Pocket Guide Diagnoses, Prioritized Interventions and Rationales. 12th edition. FA Davis, Philadelphia. ISBN # 0-80-362234-1.

Ramont, Niedringhaus & Towle (2010). Comprehensive Nursing Care. 2nd edition. Pearson, New York, NY. ISBN-13 #: 978-0-13-504099-7.

Ramont, Niedringhaus & Towle (2010). Student Workbook and Resource Guide for Comprehensive Nursing Care. 2nd edition. Pearson, New York, NY.

Students **MUST** have access to the following materials:

“My Nursing Kit”. This access (access #) is bundled with the purchase of a new textbook. The access # is good for only one individual and is valid for 1 year from the date of purchase.

“Assessment Technologies Institute (ATI) Model.” This access is provided online with practice assessment tests, skills e-book, and video models.

A **medical/nursing dictionary**:

Davis (2009). Taber’s Cyclopedic Medical Dictionary (with web access & CD ROM). 21st edition. FA Davis, Philadelphia. ISBN # 978-0-0803-6156-01. (Note: This resource is also available in an e-version for PDA/iPhone/computer.)

**Course Content Distribution:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Lecture Topic** | **Nursing Skill Lab** | **Clinical Lab/On Campus** |
| 1 | Assessing and evaluating clients with fluids, electrolytes, and acid-base balance disorders including using diagnostic tests, laboratory tests, treatment, and nursing care | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio-Visual CD-ROMBasic nursing skills: Fluid, electrolytes, and acid-base imbalances**Test-Off (Skill Test) #1 on Physical Assessment** | No clinicalPractice assessment of the care of the client with fluid and electrolyte imbalances and IV therapy |
| Assignment: Ramont, Neidringhaus and Towle ch 26 |  Ramont, Neidringhaus and Towle Student Workbook ch 26 |  |
| **Week** | **Lecture Topic** | **Nursing Skill Lab** | **Clinical Lab/On Campus** |
| 2 | Discussion of the preoperative, intra-operative, and postoperative period including diagnostic tests, laboratory tests, treatment, and nursing management | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructor Audio Visual CD-ROMBasic nursing skills: Disorder of preoperative, intra-operative, and postoperative | No clinicalPractice assessment of the care of the client with preoperative, intra-operative and postoperativeneeds |
| Assignment: Ramont, Neidringhaus and Towle 29 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 29 |  |
|  |  |  | **Clinical Agency** |
| 3 | Discussion of the structure, functions, and alteration of the respiratory system including diagnostic tests, laboratory tests, treatment, and nursing management | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROM: Respiratory system; Basic nursing skills: Physical assessment of the respiratory system | Orientation at AgencyDiscuss care of the client with respiratory system disorders and the nursing process  |
| Assignment: Ramont, Neidringhaus and Towle ch 32 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 32 |  |
|  |  |  | **Clinical Agency** |
| 4 | Discussion of the pathophysiology diagnostic test, signs, and symptoms and nursing care of the upper- and lower-respiratory systems**Exam #1** | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROM:Respiratory system; Basic nursing skills: Physical assessment of the respiratory system | Discuss care of the client with respiratory system disorders, the nursing process, and developing a nursing care plan  |
| Assignment: Ramont, Neidringhaus and Towle ch 32 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 32 |  |
| **Week** | **Lecture Topic** | **Nursing Skill Lab** | **Clinical Agency** |
| 5 | Discussion of the basic terms of cancer, differentiating between benign and malignant neoplasms, and considering staging and treatment options | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROM:Cancer**Test-Off (Skill Test) #2 on Wound Care Assessment & Application** | Focus on nursing care of the client with cancer |
| Assignment: Ramont, Neidringhaus and Towle ch 45 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 45 | **First Care Plan due** |
|  |  |  | **Agency/Clinical Lab** |
| 6 | Discussion of the structure and function of the cardiovascular system, pulmonary system circulation, coronary artery disease, arrhythmias, disrhythmias, and myocardial infarction including nursing care and treatments for congestive heart failure, pulmonary hypertension, and other heart disorders | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROMCardiac system; Basic nursing skills: Cardiac system | Monitor and observe the care of the client with cardiac system disorders |
|  | Assignment: Ramont, Neidringhaus and Towle ch 33 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 33 |  |  |
|  |  |  | **Clinical Agency** |
| 7 | Discussion of cardiac system disorders including inflammatory heart disease, conductive heart disorders, and central circulatory disorders including diagnostic tests, laboratory tests, and nursing management**Exam #2** | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROM:Basic nursing skills: Cardiac system | Monitor and observe the care of the client with cardiac system disorders |
| Assignment: Ramont, Neidringhaus and Towle ch 33 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 33 |  |
| **Week** | **Lecture Topic** | **Nursing Skill Lab** | **Clinical Agency** |
| 8 | Discussion of care of the client with hematopoietic, platelet, coagulation, white blood cell, and/or lymphatic disorders including structure, function, treatment, and nursing care | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROM:Hematopoietic & lymphatic system | Care of the client with hematopoietic & lymphatic system disorders |
| Assignment: Ramont, Neidringhaus and Towle ch 34 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 34 |  |
|  |  |   | **Agency/Clinical Lab** |
| 9 | Discussion of the structure, functions, and disorders of the gastrointestinal system including diagnostic tests, laboratory tests, risk factors, treatment, and nursing care | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROM:Gastrointestinal system | Care of the client with gastrointestinal system disorders |
| Assignment: Ramont, Neidringhaus and Towle ch 37 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 37 |  |
|  |  |  | **Clinical Agency** |
| 10 | Discussion with focus on the structure, functions, and disorders of the gastrointestinal system including diagnostic tests, laboratory tests, risk factors, treatment, and nursing care**Exam #3** | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROM:Gastrointestinal system | Continue with care of the client with gastrointestinal system disorders |
| Assignment: Ramont, Neidringhaus and Towle ch 37 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 37 |  |
|  |  |  | **Clinical Agency** |
| 11 | Discussion of the function of the endocrine system including disorders of the pituitary, thyroid, and parathyroid glands, types of diabetes mellitus, and adrenal gland disorders including diagnostic tests, laboratory tests, nursing care, and treatment modalities | Complete My Nursing KitPractice ATI Assessment Model as assigned by instructorAudio Visual CD-ROM:Gastrointestinal system | Agency site and student **clinical evaluation** |
| **Week** | **Lecture Topic** | **Nursing Skill Lab** | **Clinical Agency** |
| 11 (continued) | Assignment: Ramont, Neidringhaus and Towle ch 38 | Assignment: Ramont, Neidringhaus and Towle Student Workbook ch 38 |  |
|  |  |  | **On Campus** |
| 12 | Discussion of the function of the endocrine system including disorders of the pituitary, thyroid, and parathyroid glands, types of diabetes mellitus, and adrenal gland disorders including diagnostic tests, laboratory tests, nursing care, and treatment modalities (continued)Review for Final examination | **Final Comprehensive Examination** | Course Counseling |